DOCUMENT RESUME

ED 094 716 IR 000 912

AUTHOR	Bender, David R., Ed.
TITLE	Issues in Media Management 1974.
INSTITUTION	Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
PUB DATE	74
NOTE	41p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	Audiovisual Programs; *Censorship; *Differentiated Staffs; *Instructional Media; Media Specialists; Staff Utilization; *Workshops
IDENTIFIERS	Maryland State Department of Education

ABSTRACT

A workshop was held for persons having systemwide responsibility for media programs in Maryland. Workshop planners presented a series of programs about staffing and censorship. The programs offered numerous ideas which led participants to examine their own "change" mechanisms. Topics included: differentiated staffing, criteria for book selection, and censorship from the viewpoint of an author. (WCM)

ED 094716

ISSUES IN MEDIA MANAGEMENT 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

IR 000 912

David R. Bender, Editor

Maryland State Department of Education
Division of Library Development and Services
School Media Services Section

ISSUES IN MEDIA MANAGEMENT

Publications

1973 — Supervision
Planning
Budgeting
Communication

1974 — Staffing
Censorship

STATE BOARD OF EDUCATION

Jerome Framptom, Jr., President

Richard Schifter, Vice President

Lawrence A. Miller

Mrs. Roger W. Moyer

Mrs. William F. Robie

Ross V. Smith

William G. Sykes

SECRETARY-TREASURER OF THE BOARD AND
STATE SUPERINTENDENT OF SCHOOLS

James A. Sensenbaugh

DEPUTY STATE SUPERINTENDENT OF SCHOOLS

Quentin L. Earhart

ASSOCIATE STATE SUPERINTENDENT

Frederick J. Brown, Jr.

ASSISTANT STATE SUPERINTENDENT FOR LIBRARIES

Nettie B. Taylor

TABLE OF CONTENTS

Sorting It All Out To Put It All Together
Mr. Robert Case 1

Differentiated Staff in Instructional Media
Mr. C. James Wallington 13

Censorship - The Road to Nowhere
Dr. David Weingast 19

How to Deal with Censorship
Mr. Claude Brown 27

STAFFING

PRESENTATIONS BY:

Mr. Robert Case
Mr. C. James Wallington

January 15, 1974

Baltimore-Washington International Holiday Inn
Baltimore, Maryland

FOREWORD

One thing is certain about the time in which we live: it is characterized by CHANGE. Change is occurring all around us and we must be prepared to meet whatever challenges face us. Many of us are resisting change. We see change as a threat to our positions or as an uncomfortable, painful situation which removes us from our well established routines. Others view change as a panacea for all problems facing our media-oriented world. Somewhere in between these two extremes, our profession must come to grips with the dilemma and establish our own program for action.

In this second series of workshops for persons having systemwide responsibility for media programs, the planners presented a series of programs which addressed the expressed needs of this group. The presenters offered numerous ideas which led participants to examine their own "change" mechanism. We are all in positions to be agents of change, a role demanding much from each of us. Being up-to-date an current happenings in the instructional media field is but one way to manage change.

The presenters in Program III - Instructional Television felt that their presentations could not be adapted easily to the print media. Therefore, only the addresses of Program I (Staffing) and Program II (Censorship) are included.

My sincere appreciation is extended to the presenters, to Mrs. Rosa L. Presberry, Specialist, Special Programs, School Media Services Section, Maryland State Department of Education, for an outstanding job in making arrangements for the series, to Mrs. Nancy Walker, Director, Department of Educational Media and Technology, Montgomery County Public Schools, and her committee for their excellent ideas, and to Mrs. Cora Kenney, Coordinator of Library and Media Services, Anne Arundel County Public Schools, who gave excellent cooperation and support in planning and conducting the series.

I hope that the information contained in this publication arouses an interest for further study and investigation. Perhaps, the enclosed material will provide local educational agency personnel with ideas, concepts, and motivation for conducting locally sponsored workshops.

David R. Bender
Assistant Director

SORTING IT ALL OUT TO PUT IT ALL TOGETHER

Robert Case

Director of School Library Manpower Project

American Association of School Librarians

Differentiated Staffing as we presently know the term is based upon the notion that students aren't the only ones who possess individual differences. Educators are finding that they too have a great variety of differences, talents, goals, and motivations.

Differentiation of staff tasks and functions has been suggested by many educators as one way to alleviate the problems created by the great knowledge and awareness boom that is taking place in education today. They are now convinced that differentiated staffing may be worthy of consideration as one way to solve some of the problems that we are presently concerned with in the educational process.

First off we must recognize that there are no exaggerated claims being made for differentiated staffing. It can't be viewed as the panacea to solve all of the staffing problems in education. Each educator and each school district is going to have to decide whether or not differentiated staffing is for that system. While determining the viability of differentiated staffing, they are going to have to recognize that a decision to move toward differentiated staffing is going to effect virtually the entire school district. However, the move toward differentiated staffing should first of all be seen as a way to improve the educational opportunities for our raw material, the student. Second, the need for adequate preparation before adopting staffing plans cannot be overemphasized. The fact that every facet of the educational process within a school district will be effected demands that a diligent, comprehensive, and systematic plan will need to be developed before implementation of a differentiated staffing model. When we are working with differentiated staffing, we must remember that we are working with individuals. When we work with individuals and all of their differences there can never be a best way to do anything. It might be concluded that differentiated staffing may not be appropriate for all school districts, and where deemed appropriate a staffing pattern method of operation will need to be tailor-made to fit the particular specifications of that school district.

Part of the complexities of "Sorting it all out to put it all together," is an attempt to decide what differentiated staffing really is. Even the experts seem to have their own ideas. Roy Edelfeldt suggests, "that diffentiated staffing is a plan of

recruitment, preparation, induction, and continuing education of staff personnel that would bring about a much broader range of manpower to education than is now presently available. Such arrangements might facilitate individual professional development to prepare for increased expertise and responsibility as teachers which would lead to an increased satisfaction, status, and material reward." Don Barber appears to strike closer to the matter when he says, "Differentiated staffing is a concept of organization that seeks to make better use of educational personnel." I agree with the educators who would include media specialists in all of these discussions and have them assume different kinds of responsibilities based on carefully prepared definitions of the many functions which they perform. Differentiated assignments of educational personnel go way beyond the traditional staffing allocations based on common subject matter distinctions and grade level arrangements. The question of what is differentiated staffing was given a straight forward answer in a lead article in Nation's Schools back in 1970. "There is no precise definition," says the article, "but it implies a restructuring of education personnel in a way that makes optimum use of their talents, interests, commitments, and affords them greater autonomy in determining their own professional development." A fully differentiated staff includes personnel at various responsibility levels and pay, assigned on the basis of training, competence, educational goals, and the difficulty of tasks.

Now sorting it all out to put it back together, we find that there are four basic characteristics of differentiated staffing that were either stated or implied in each of three going definitions that I gave you. First, the staff must be differentiated by the tasks and functions they perform rather than by the subject area or the grade level. Second, a hierarchy must be established that will effect several salary levels. Third, catagories in the hierarchy must be determined by the type and/or by the degree of responsibility assigned to each position. And finally, regardless of the placement of the position in the instructional hierarchy, all positions must retain some degree of involvement in the instructional process.

The one distinguishing feature of the present differentiated staffing movements appears to be the degree of change proposed. Traditionally, staff changes have involved a relatively minor change in the existing staff. The first differentiated staffing probably occurred many years ago when it was decided that one of the two teachers in a two room school ought to assume some type of principal-teacher responsibility, and so one particular teacher was designated as a principal-teacher. This was perhaps the beginning of differentiated staffing. Since that time countless positions have been differentiated and many of these positions are now available in school systems around the country. Basically, though, all the changes in staffing patterns, including the addition of supervisors, consultants, coordinators, master

teachers and team leaders, have only slightly changed the instructional staff in the classroom.

The rationale for differentiated staffing may be seen when we recognize that traditional differentiated staffing patterns (the role expectations of teachers and other education personnel) had been strained to the point of failure by an increasingly complex society and technology. We see this in the high dropout rate of teachers and the increasing public dissatisfaction with the education provided in our schools. We see it in the turnover rate, we see it in teacher walk-outs, and we also see it in the advances of technological services in our educational program. The causes of these problems focus on the almost impossible situation beginning teachers find themselves in. A beginning teacher in our school system is expected to assume almost the same kind of responsibilities as the 25 year veteran. In addition to that a teacher is expected to be among other things a scholar, a tutor, an instructional strategist, a curriculum planner, a lesson planner, a technologist, a child psychologist, a diagnostician, a counselor and many, many other things. Few individuals, if any, can function adequately in all of these roles.

Advocates of differentiated staffing suggest that staffing differentiation can overcome some of these problems. The differentiation of tasks by function, and by responsibility provides a number of advantages over the more traditional staffing patterns. The individual differences of education personnel are recognized, as are those of the students they teach. This means that identified strengths of teachers and media specialists can be utilized more effectively in the teaching and learning process. Utilizing differentiated staffing means that personnel will no longer need to feel frustrated because they cannot fill the role of the omnicapable person. Furthermore, many of the clerical and routine tasks that have always plagued educators can be assigned to paraprofessionals or aides.

New staffing patterns with extensive use of paraprofessionals allow for a great deal of individualization of instruction for two reasons. First, effective utilization of paraprofessionals will free the instructional staff to work with individual students and, second, if instructional personnel are permitted to perform the functions or tasks they were trained to perform then perhaps their efficiency will increase. Further enhancement of the education profession should result in a career ladder provided by the instructional hierarchy. First, teachers and other education personnel will no longer have to leave their chosen profession to gain a higher salary. Second, those desiring more responsibility and a leadership role may satisfy their needs by moving up to the next level in the instructional hierarchy. Third, it is reasonable to assume that not all persons are ready or willing to accept additional burdens of responsibility or a leadership role and might elect to remain at a specified level--a housewife would be a good example of this. Fourth, we must recognize that

no one person is responsible for the total education of an individual or a group of students. And finally, personnel would not be forced to leave their instructional role and enter the field of administration within the system to gain a higher salary.

I don't wish to imply that differentiated staffing is all glory and roses; it has many critics and it has some problems. The most often hurled criticism of differentiated staffing is that it is nothing more or less than merit pay in disguise. Merit pay, I must remind you, is used as a means of rewarding those who have demonstrated exceptional achievement in the performance of their duties. Salaries paid to differentiated staff are based upon the amount and nature of their responsibilities. Hence, the greater the responsibility, the greater the pay. Or more simply stated, merit pay is determined by effectiveness, differentiated pay is determined by responsibility. Some critics will also claim that differentiated staffing might lead to over specialization. This may well be true, and any school district that is going to develop an instructional hierarchy based on differentiated staffing should be aware that over specialization could be a problem and should make every effort in their initial plans to recognize this and to come up with some alternative ways. Other critics of differentiated staffing will say that it costs too much. In an evaluation of the Temple City, California, differentiated staffing models, it was found that the per pupil costs increased one percent when they put in the differentiated staffing program. On the other hand the evaluation also showed that because of this one percent increase the school district was allowed to do many things that it was not able to do prior to differentiated staffing. Finally, the critics will point out that too much time is needed for planning and coordination. However, as we look at the utilization of paraprofessionals and aides in our differentiated staffing program, we find that we actually have more time to work directly with students in the teaching and learning process. It's the quality of contact with students that should be emphasized rather than the amount of time and the quantity.

At this stage of development there is a clear need to have differentiated staffing tested by school districts. Any school district attempting to implement a differentiated staffing model should start with the assumption that it is working in an experimental program, an effort to determine the feasibility of such a concept. The most disasterous development would be to have a school district use differentiated staffing as an excellent public attention getting device. If this should happen, then differentiated staffing will be added to the heap of other abandoned bandwagons at the side of the road to quality education.

Today most of the literature on differentiated staffing speaks directly to the models and hierarchy of teachers involved in the education process. As might be expected, the number of

levels in the hierarchies can vary, but generally speaking, the number of levels ranges from three to seven depending on whether we use paraprofessionals in the hierarchy or not. Four levels, however, seem to be the most common for differentiating members of the professional staff.

The level one professional is the lowest level and is almost always seen as the entry level. However, many experienced professionals who may desire limited responsibility and involvement, might prefer to remain at this level. The functions are usually limited to the execution of curricular functions developed by staff members at a higher level. A common practice in level one is to assign a person on this level to a probationary period of three to four years. Normally tenure is not given at level one. Promotion to the next range is not automatic.

Level two professional is comparable to the traditional classroom teacher who has proven the ability to accept a wide range of responsibilities. It is often called the staff level and includes the cadre of experienced personnel who do not desire additional responsibility. Level two personnel probably could be referred to as the backbone of the instructional system of the school and it would constitute the school's highest group of professionals. It is at this level, primarily, that tenure is granted.

Level three professionals are often called the senior or directing teachers or educators. Similar to a traditional supervisor, it must be clearly understood that the person at this level also has instructional responsibility on a regular basis. Personnel on level three may be leaders of teams, grade levels, departments and they probably have a line of direct authority.

Level four of the professionals is the consulting or master teacher. An instructional coordinator is another title given to this level. Persons on this level have the broadest range of responsibility directly related to classroom instruction. The hallmark of this position level is leadership. The person may coordinate several grade levels or discipline in a school. Generally, he provides developmental, consultative, and advisory services to a cadre of other professionals under him. He has proven ability and broad experience. Some school districts may even require a doctorate degree for a level three professional.

There are other levels in the instructional hierarchy which speak to the paraprofessionals and aides. Usually, an aide or paraprofessional is defined as a person with some college background and skills. Paraprofessionals do not require close supervision; but at the same time, they are not expected to make professional judgements. Many paraprofessionals receive their training on the job or at a community college. Paraprofessionals are not normally assigned duties which are primarily clerical, technical, or monitorial. The three levels of paraprofessionals

that I identify this morning are level one, the instructional assistant. This position usually works with one or more teachers. They assist in tutoring, proctoring, obtaining, and organizing instructional materials. In no case would an instructional assistant be expected to perform duties which require an interpretation or adaptation of the instructional program. The second level of paraprofessionals might be called the general classification aide. This position is filled by a layman. Both high school and college students are normally used at this level. They perform a variety of clerical duties; taking attendence, taking money at lunch, supervising recess and the loading and unloading of school buses. There is also the level of an adjunct teacher, a person who has some specialized vocational or advocational skills. They may help in a great number of areas of the school (Shop Programs, Home Economics) but they already are bringing to the position some vocational skills which will support the instructional team. The teaching intern is another level which some school districts include as a paraprofessional. Normally, he is a college graduate who is receiving salary for on-the-job experience while in the process of fulfilling his credentials for certification. Some school districts will use this level as part of the career step in a school district's program to recruit young people into the profession.

Up to this point we have primarily been concerned with differentiation of staff related directly to teaching. It now becomes necessary to relate the basic structure which appears to be emerging to the role of the media specialist as a member of the teaching team. In looking at this relationship we have two assumptions. First of all, the professional staff of a school library media center should play an integral part in the total educational process. And second, differentiated staffing is an educational innovation that might well be used by school media personnel in looking at the staff utilization program. School media specialists are similar to the classroom teachers in that they, too, have various areas of specialization, various levels of responsibility, a diversity of tasks to be performed, and strengths, weaknesses, career aspirations, and achievements. Many may question the fact that differentiated staffing may work well for classroom teachers, but ask what significance does it have for staff in the media center? The answer to this question lies in the similarity related to the various aspects of staffing. First, both professions regard their curricular role as their primary function. Second, both professions have acquired an increasing number of duties and responsibilities related to their curricular role. Third, both professions presently lack a career ladder and have suffered in some cases from a lack of prestige. And finally, both professions are composed of members who exhibit various areas of specialization and responsibility, and perform a diversity of tasks.

In the National Education Association 1968 publication of the National Commisiion on Teacher Education and Professional

Standards Committee, The Teacher and His Staff, the conference report viewed media staff as becoming much more visible in the teaching and learning process. However, no effort was ever made to establish the relationship existing among the media center personnel delineated according to their curricular role. This unfortunate lack of direction results in an almost complete disregard for the political role that the media center plays in innovative and staff utilization plans in a school.

In the past, literature has always defined the role of the school librarian in very glowing terms. They have been defined as reading specialists, story tellers, curriculum generalists, subject specialists, guidance counselors, administrators and more, depending upon the strength and the endurance of the school librarian at the particular school. To this list we add the audiovisual field and now educational technology. Who knows what may come next? Needless to say, one would have to have at least a doctorate degree or several master degrees plus ten legs, ten arms, and five heads to cope with the increased responsibilities and roles they now play. The library profession has only recently come to the rational conclusion that an effective job cannot be done by one individual. It's impossible for one individual to carry the total burden of a media program. Unfortunately, media specialists have always assumed new program responsibilities without the slightest knowledge of how they would ever produce results. The role of the media center has been so broad and so varied, and the media center personnel have tried to do so much for so many people, that in many schools today the administrator is not able to figure out what the media center is or does, or how both elements fit into the total educational program.

It's now time to redefine, clearly enunciate, and effectively implement media center staffing patterns which can provide an impact on the education programs in the school. It's now the responsibility of the media center personnel to sweep away the misconceptions. They must be able to define specific program elements and staff roles to support and maintain program effectiveness.

Any method of attacking the problem must begin with the redefinition of the library or media center function. Only then can sound direction be given to immediate and long range aspects of staffing. A redefinition will move the media specialist to question what type of staff members are needed to accomplish these goals. As new variables appear in the redefinition of these functions, present occupational definitions and staffing patterns may become obsolete. The kind of staffing patterns required will be based on an orderly plan for identifying the task. This provides for a measuring device to ascertain the variety of things which are being done, or need to be done, in the media center to accomplish a particular function. Usually, a task analysis survey will reveal that some tasks are being done unnecessarily and others are incorrectly assigned.

The recent emphasis on accountability forces a clear delineation and ramification of each position in the media center. It's only when we know precisely what it is the person is supposed to do that we can measure his performance. It is precisely on this premise that the School Library Manpower Project was conceived, funded for over a million dollars, and finally implemented. Leaders in the school library field were quick to realize that the education changes and advancing technology required more of media personnel in the performance of their functions. Along with this was the realization that these functions were not performed in a vacuum but were an integral part of the educational process. A national task analysis survey conducted during Phase I of the Project found that staff differentiation was emerging in the media centers in the secondary level as the variety of professionals, technicians, paraprofessionals, clerks, aides, and volunteers were being utilized to perform a growing variety of specialized functions. Though this is only conjecture on my part, based upon observation and literature within the profession, I believe that, with the growth of the open-school concept, improved school programs and team teaching, a similar pattern of staff differentiation would be more evident now in the elementary and middle schools across our country. Unfortunately, the Project has neither the funds nor the opportunity to go back and have another survey such as we had done. Following the task analysis survey, the Project invited a group of experts to analyze the findings and develop new occupation definitions. A publication of the Project called Occupational Definitions for School Library/Media Personnel, served as the model for the development of job descriptions for four positions: the school library media technician, the school library media specialist, the head of the school library/media center, and the district school library media director. These occupation definitions are models which one can adapt and begin to use as the structure for developing job descriptions at the local level. The occupation definitions indicate clearly the variety of persons needed to cover the span of responsibilities in the media program. They were developed as models and represent typical specifications within each category and would assist administrators at the building level or the district level to differentiate the duties and responsibilities of the various kinds of positions at the various kinds of school levels.

The occupation definitions for the school library media specialist represent the first professional position since it spells out those basic duties, responsibilities, knowledge, and abilities basic to all professional positions within a fully staffed media center. The school library media specialist has a certain basic identified expertise. Through attainment of additional knowledge and/or expertise, he may elect to pursue a particular field of specialization horizontally, or may advance vertically to the head of the media center or district school library media director.

The head of the media center represents the only administrative position at the school library media center at the building level. The position reflects increased responsibility and has the primary role in planning, developing and implementing a successful program. The head of the media center may elect to pursue additional expertise in specialized areas such as a subject discipline, grade level, organization, media production and design, and media technology or administration.

The district school library media director is the third professional definition and includes the responsibility for planning, coordinating, and directing a district-wide media program. The position assumes broad understanding of other job descriptions and the ability to relate and communicate the media field to a great number of people within and without the educational program of the community. Through attainment of additional knowledge, expertise, and experience, a person in this position may elect to concentrate further in a particular area such as administration, personnel management, organization and control of materials, media production, design, or media technology.

These three professional positions, along with the definition for the school library media technician (usually recognized as one requiring at least two years of higher education, including some specialized training and experience) can all be readily adapted to a variety of levels of differentiated patterns in our schools. Other media center positions, such as those of the paraprofessional aides and volunteers, can be incorporated into differentiated staff plans.

One purpose for an occupational definition or a job description is that it provides a measure of security for the person holding the position. The definition tells what the holder of the job may reasonably be expected to perform and at the same time prohibits forcing an individual into tasks above or below his stated competencies. This is part of what professional government is all about and what collective bargaining agreements seek so diligently to identify and enforce in our school systems.

While it is generally desirable to encourage professional personnel to grow in stature and competency on the job, two factors mitigate against increased activity outside of a given job description. First of all, there is the job security. A person assigned to a specific job level who performs competently within his job description should have assurance of some job security. And second, there is that old feeling of exclusive job prerogative. Through a combination of education and experience, an individual attains certain skills and talents to perform on the job. These are considered the exclusive job prerogatives of the holder of a position. When a professional performs clerical and technical functions on a regular basis, he

is in one sense denigrating his own position. Clearly he is keeping trained people out of the market. Likewise, the volunteer in a school may, in a very real sense, be keeping the lid on the employment situation by discouraging the district to employ professional level personnel.

In looking over job positions and staffing requirements for the implementation of media programs in Maryland's 24 school districts, I see a very real opportunity to implement a differentiated staffing model. Local task analysis will reveal the nature of job functions and tasks needed to be performed to meet the objectives of the media program. The recently published Behavioral Requirements Analysis Checklist (BRAC) which is a publication of the School Library Manpower Project, and the work and reports of the Jobs in Instructional Media study are two ready documents that can be adapted and implemented in initial local task analysis survey activities. The BRAC document is a compilation of competency-based job functions and identification of approximately 700 task statements to be performed by school library media specialists. The task statements are written as performance based statements in behavioral terms. The instrument is flexible and fluid enough to be adaptable to a variety of situations and to permit revisions in the process of implementation. It may be administered totally or in sections depending upon the unique purpose of the user. A variety of applications and adaptations of the BRAC instrument and questionnaire will give its user additional options and alternatives to gather support data and provide direct solutions of identified problems in the area of task analysis. Recently a school district in Connecticut has used the BRAC instruments to identify the weaknesses and strengths of the existing staff. On the basis of the results of the BRAC study, the school district has developed a whole series of in-service training programs to up-date the competencies of their media center staff.

Data and results of local task analysis will give school districts a base from which to restructure staffing patterns and provide for a clearer delineation of job specifications, particularly as they relate to functions and responsibility levels in an opportunity-oriented employment in the education and media field.

Regardless of the employment structure, the following considerations should be given: First of all, employers of educational personnel should structure a career ladder which offers employees an option to enter at any level and advance to the next level when qualified. Second, the career ladder must also recognize that an employee has the option to remain at any level he chooses. Third, in-service education programs are essential components at each level, guaranteeing the training and experience needed by an individual on the job. Fourth, employers should provide flexibility to provide work-study time for employees engaged in career ladder programs. And fifth,

employers must recognize the element of job mobility. The option should always be open for individuals who have gained skills and experience through education and continued employment to either move up in the school district or leave the school district and secure employment elsewhere.

Many of you may recall reading an article by Shirley Aaron in the Fall, 1973, School Media Quarterly. The title of the article is called "The Making of a Differentiated Staff Model, 1973." As a doctoral student at Florida State University, her observations and developing ideas on a differentiated staffing model for school library media specialists personnel is worthy of further study. Unfortunately, the article as it appeared in School Media Quarterly did not contain the actual model that she had developed. I think, though, that it would probably be available by writing to the Library School at Florida State University. The objective of her study is to present a procedure for contructing a flexible staffing model for professional school library media personnel which would first of all originate from defining student/learner needs. Second, it furnishes means for involving educators, students, and the community in establishing a mission for the media center. Third, it provides a systematic way of determining professional media center task functions as they relate to the functions of other instructional personnel in the school. Fourth, it will offer a way to modify these functions, and the roles associated with them, as the student learning needs change. Fifth, it will add a new dimension to traditional staffing salary formula by allowing staff to earn commissions based on the amount of responsibility they wish to assume. Sixth, it will offer career incentive through salary supplements, increased opportunities to use professional skills and competencies, and opportunities to assume additional responsibilities. Seventh, it will involve staff decisions in the decision-making process.

In looking for some direction in examining and finding a clearer delineation of the possible scope and duties associated with the instructional role of the media specialist, Miss Aaron found three major factors. First, in education an instructional role is usually defined in terms of functions, such as planning, diagnosis, prescription, implementation, and evaluation as they relate to student needs. All of these functions and factors we can associate with the role of the media specialist. Second, a growing number of educators have recognized the value of having students use a variety of types and quantities of educational materials to meet their individual learning needs. And third, teachers are increasingly expected to utilize the full range of media to provide students with unique learning situations in spite of the fact that they are generally disinterested or uninformed about the mode of instruction in using this media.

If one is to accept the fact that the media specialist can make a unique contribution to the effectiveness of teaching teams, and that the extension of services in media centers have

precipitated the need for specialization among media center personnel, then they are ready to consider differentiated staff as a concept. The 1973, Criteria for Modern School Media Programs is Maryland's statement on school media programs. It offers an excellent base from which to begin restructuring media center staffing patterns. The Criteria speaks of a media center staff with differentiated competencies. The Criteria also recognizes - and I think this is most important - that not only the skills and competencies of the professional staff are to be considered, but also the contribution that can be made by technical, clerical, paraprofessional, and volunteer aides in support of the instructional program. Whether a movement toward differentiated staffing for media centers should be done statewide or done as a pilot model in one or several school districts is not easy to say. Perhaps what will most determine this decision will be how widespread the differentiated staff of the teacher corps is and also what leadership and attitudes now exist in the Maryland school systems. The Maryland Criteria for Modern School Media Programs provides the incentive toward realizing the instructional potential of the media center in education. I hope I've been somewhat beneficial in sorting it all out. It's not an easy task, but I'm convinced that through time and work study groups such as this workshop today, and those that you have coming in the future, you will be able to "sort it all out to put it all together."

DIFFERENTIATED STAFF IN INSTRUCTIONAL MEDIA

C. James Wallington

Director of Research and Communications

Association for Educational Communications and Technology

Since those of you in the audience have received detailed information in the materials just handed out, (note 1 & 2) I would prefer to make the best use of our time today by giving you some broad suggestions regarding differentiated staffing and some of its implications within the instructional media field.

But let's set some limits before we start the discussion. First, I'm referring only to the areas of evaluating, producing, and distributing educational media. Second, I'll be speaking of the staff--paid staff--working at least half-time and, in most cases, full-time in these areas. While the teacher, the student volunteer, and the teacher aide may all perform some of the activities in these areas, today's comments are not about them, unless they perform these activities for at least half of their time. Third, I want to emphasize the growing importance and strength of the so-called "nonprofessionals" in the field of education.

As I drove to the meeting this morning, I heard a newscaster report on the possibility of a strike by the "nonprofessionals" in the Montgomery County School System. This could well shut down the system since the striking group included the aides, secretaries, food service employees, bus drivers, and maintenance workers. Teachers and professional associations are not the only ones with the power to close the schools.

With these ground rules in mind, let's take a look at the idea of differentiation of staff. The idea behind staff differentiation is a simple concept. It relates to the division of labor. Simply stated, staff differentiation means assigning different tasks to different staff members.

---

1 C. James Wallington, "The Media Specialist: A Task Approach to Certification," in Guidelines for Certification of Media Specialists. (Washington, D.C.: Association for Educational Communications and Technology; 1972).

2 C. James Wallington, "Educational Media: A Field of Work," in Training Programs for Educational Media Technicians. (Washington, D.C.: Association for Educational Communications and Technology; 1972).

One of the keys to differentiation is the grouping of the tasks. It can be done by the area of work--such as separating the tasks in instruction, administration, and counseling in a school and then assigning a different staff member to each area. More often, differentiation means dividing the work by levels within a certain area. For example, a teacher may perform the complex teaching tasks; a teacher assistant may perform less complex tasks related to teaching; and a teacher aide may perform very simple tasks related to teaching. We find the concept of differentiated staff by levels everywhere. Many are formalized. Sometimes a number and a job title make the differentiation, such as Aide I, Aide II, Aide III and so on. Government civil service is based on this idea--GS-5, GS-7, and so on. Each institution, or bureaucracy, or organization will inevitably create its own structure.

Let's talk about the three broad levels of staff which you'll find explained in more detail in the handout materials. We call the three levels--aide, technician, and specialist. The important thing to remember is that we are classifying tasks, not people. People are trained to perform tasks at a certain level. But a very simple task performed by a highly trained specialist still remains a simple task. If we differentiate our staff by task level, we would group all of the aide level tasks together, all of the technician level tasks together, and all of the specialist tasks together.

What, then, are the differences between these task levels? The tasks at the aide level all have very specific instructions. Detailed information about how to perform the task is provided to the aide. The task itself is not complex. If anything goes wrong--outside the procedures specified for the aide--it is not the responsibility of the aide to make corrections. He just yells for help. The task can usually be taught to the aide in a short time. The aide receives his instructions in terms of specific activities, e.g., running the mimeograph, operating the diazo machine, collecting the book fines. Most aide training is done on the job.

The technician level tasks are more complex. The technician usually has a choice of ways to get things done but specified procedures exist. If she is responsible for producing some transparencies for the overhead projector, she may have the choice of diazo, thermal, or photographic processes. She may have to check the quality of the product--but the product (not the activity) is specified. If something does go wrong, the technician should at least be able to find out what went wrong and in many cases, solve the problem. As you can infer, technician training takes longer than that of an aide. The technician must learn a great number of various activities and procedures to produce a specific output.

The specialist tasks are at the level which most people equate with the "professional" level. The specialist tasks rarely have specific outputs in concrete areas. In some cases the specialist may have to sit down and figure out what the problem is before trying to solve it. Instructions given to specialists are usually couched in general terms. Training at the specialist level takes far longer than the aide or technical level.

Now, please don't let the terms aide, technician, and specialist hang you up. In any given school district, the technician may be listed as an aide; the specialist may prefer to call herself a generalist, and the paraprofessionals may want to be called specialists. Try to keep the definitions of the levels (not the terms) in mind as we look at this area today.

How does all of this relate to job title? The easy answer is that in many cases, it doesn't. Ignore the job titles--find out what the actual tasks are and how complex they are. The difference between job titles and the tasks performed may astonish you.

Who should do what tasks? Does this mean a specialist (a professional) should not perform aide level tasks? The answer to that is "It depends." If the librarian is the only staff member in the school library, he cannot ignore the manual and clerical tasks to be done. It may not be the wisest way for the school administration to use his time, but if the work is to be done, he must do it. This leads to another interesting implication. If the job--which is a group of tasks--has any specialist level tasks, then a specialist had better hold that job. If you staff at the technician level, you had better not expect more than technician level work.

Look at an analogy in the field of medicine. What would you think if you walked into a hospital with a broken and bleeding arm, and when you asked to have the bleeding stopped and the arm set, you received the response, "Setting broken arms is a specialist task. Only 3 percent of our patients ever need that service. Stopping bleeding is a technician activity and at least 70 percent of our patients require that service. Since our hospital is small and we must be economical, we staff our hospital by offering only those services which are needed by over 50 percent of our patients. So we have a technician to stop your bleeding but not a specialist to set your broken arm."

Now, I'm the first to admit that this example is simplistic, but it should serve to illustrate the concept that if any tasks are at the specialist level, a specialist is needed to perform those tasks.

This should lead you to guess another implication for differentiated staffing--that is, differentiated staffing is difficult in small organizations. For example, to divide up tasks at three levels, you'll need at least three people working in the organization. And, I daresay, you'll probably need a far, far greater number than that. No one seems to know what the minimum or the maximum numbers are, but it seems that the bigger the organization the more potential there is for differentiated staffing.

Another implication of differentiated staffing is that some effort--and organized effort, I hope--must be made to determine what tasks are performed, what could be performed, and how things could be rearranged. There must also be some commitment on the part of the organization and the individuals to regroup those tasks into jobs which allow staff differentiation. And when analyzing and regrouping tasks you have to be pretty specific. Let me give you an example--relating to the tape recorder showing up here today without a takeup reel.

How did that happen? Is it an aide level task? A technician's? A specialist's? If we were talking to an aide, the instructions would run something like this:

Take tape recorder from storage.
Check tape recorder for following accessories: 7 inch takeup reel microphone, power cord.
If any accessories are missing, add replacement from stock.
Prepare label with name of person who requested tape recorder.
Attach label to handle of tape recorder.
Take recorder to pickup area.

Instructions for a similar technician-level task would be:

Have a tape recorder ready for recording to be picked up at 8:00 a.m.

Instructions for a related specialist-level task would be:

Take care of getting the information presented by the speakers.

So the fact that we received a tape recorder without a takeup reel could be attributed to any number of slips in the procedures. The important part to remember is that instructions must be more explicit the further down the ladder you go. You cannot give the aide technician task instructions and hold him responsible. And in listing tasks, you must be specific.

Still another implication is the idea of upward mobility. Many aides will not be content to remain aides. Some will want

to be technicians and later specialists. While this sort of vertical mobility is not necessarily included in differentiated staffing, many people expect it to happen. So make your position clear at the outset. Is there a chance for vertical mobility in this position? What is the training necessary to move up? How many people can move up? Many of the problems in paraprofessional advancement occur through misunderstandings on both sides. It is better to make things clear at the outset--in writing, if possible.

Differentiated staffing, for all of the problems it may bring, is growing in the field of instructional media. The library technical assistant and library technician are realities, not figments of someone's imagination. The same is true of the media technician. I don't know about the American Association of School Librarians or the American Library Association, but the Association of Educational Communications and Technology is moving toward a task-based certification of technicians and specialists. The association is moving slowly and deliberately in this area and should have its first set of standards out sometime this summer. At the same time it is relating those task statements in certification to the accreditation process and developing guidelines for training institutions which directly relate to the certification standards. These, too, will come out sometime in the summer.

I must warn you, however, that this will bring unsettling and upsetting times. It will force those involved to think in new ways, to break old habits, to strike out in new directions. Many will not be able to handle the transition and I don't know exactly what can be done for those people.

There will assuredly be confrontations and conflict. The change will not be easy, but I have the feeling that in the long run it will be inevitable. In an era which relies on technology and modern management, education (and even instructional media) has somehow escaped the full impact so far. However, it won't be long in coming, and differentiated staffing is one of the changes. I suggest you do your homework and be ready.

CENSORSHIP

PRESENTATIONS BY:

Dr. David Weingast
Mr. Claude Brown

February 27, 1974

Baltimore-Washington International Holiday Inn
Baltimore, Maryland

CENSORSHIP - THE ROAD TO NOWHERE

David Weingast

Superintendent of Schools

Ridgefield, Connecticut

Censorship is a big theme on which a fairly imposing library exists. For the sake of clarity and precision let us confine this discussion to one aspect of the subject - censorship in the public schools, especially secondary schools, and the libraries that serve them. Here, in the public-school domain, is where most problems develop.

The parent of a high school student has the right to ask, "Why are you spending my tax dollars on that book?" The question is a proper one to which teacher or librarian should have a ready answer.

The tuition-paying parent of a college student, on the other hand, is not likely to demand justification for the choice of a book in the college program. A broad grant of academic freedom has been a long tradition in higher education. Moreover, the acknowledged maturity of college students carries with it the implied right to read widely.

The probability of censorship episodes may be high in one community, low in another. In some places book selection may be a fairly routine procedure; in others it may be trying and intense. Librarians and teachers who have been spared battle should make a special effort to understand the circumstances in which some of their professional brethren may have been bloodied.

To oppose censorship is not to say that everybody should read everything. A particular book might have a logical place in a 12th year course in politics yet be inappropriate in 5th grade social studies. To withhold the book from elementary school children might have no censorship implications whatever but could well mean the application of a reasonable policy of grading. Some materials belong in kindergarten, others in the junior high school and they would not normally be interchangeable. The professional staff, tempering its judgment with reasonable flexibility, must determine the grade-placement of instructional material.

Book selection is a heavy responsibility. It calls for trained intelligence, sophistication, and steadfastness. It is not to be done carelessly or mindlessly. There is no room in the process for capricious selection nor for projecting titles to titillate or to shock. Occasionally - not often - a book gets

into the program this way. Those responsible for an ill-considered choice are not necessarily on the scene during the ensuing fallout. Their hapless colleagues may instead be the victims.

Teachers and librarians are well advised to work not as individuals but rather in concert with colleagues when they make their selections. If a battle should develop, this might help to point out that the crucial decision represented the thinking of qualified professionals who had counselled together. If the disputed title should also carry the recommendation of standard journals that evaluate books, this fact, too, can be worth a few legions in battle.

Librarians and teachers have known for years that there are certain continuing, commonsense considerations in book selection. These include the maturity of the reader and his ability to assimilate ideas; recognition that a young person as he approaches adulthood, grows more comfortable with concepts and abstractions. Another criterion is pertinence to the subject at hand and the expectation that a given book will increase the student's knowledge about some part of the curriculum. Parents and the school board may properly assume that school-recommended reading is germane to the subject. Still another requirement is balance. A reading list which includes a strongly partisan treatment should also cite alternative volumes that offer different points of view. Still other criteria are the author's competence and scholarship.

Teachers and librarians should work from written guidelines that spell out the standards by which a title is selected. The community should know that such standards are applied, and it should have access to them.

Policies and procedures in book selection depend to some degree on the character and traditions of the community. In some places boards of education expect the professional staff to make choices. Other boards read literally the statutes which invest them with the responsibility for selecting not only textbooks but also library and supplemental books used in the public schools. Whatever the circumstance, the responsibility of the professional staff should be set forth in written policies.

The existence of such policies is no assurance that controversy won't occur anyway. Any citizen can trigger an uproar almost at will, with or without policies on book selection. Nor is there any guarantee that a board of education with written policies on this subject will necessarily adhere to them. On occasion a board may contravene the clear language of its own regulations. But everybody - board, administrator, teacher, librarian - should have recourse to approved guidelines for dealing with this sensitive matter. In the event that a

book should be banned and academic freedom suffer a setback, this is not necessarily an action in perpetuity. A school board, a library board are human institutions and, therefore, subject to change: new times, new majorities, perhaps new decisions. An action taken by a board yesterday may be undone today.

The matter of book choice becomes ultimately an issue of community confidence in its experts - the teachers and librarians with the training and skill to recommend a textbook, a library book, a supplemental book, outside reading.

If, when a problem develops, it can be shown that the staff made its choice according to established criteria; that the selection has the imprimatur of a recognized library guide, the staff may see the weight of public opinion move in its direction.

We all know that one of the deep-rooted problems in book selection is our preoccupation - perhaps obsession - with words. We know that some good books may contain "bad" words. This difficulty is compounded by the fact that some bad books are devoid of bad words.

This brings us close to the heart of the censor's dilemma. If he is to be consistent he must cast out some classics along with the books - chiefly new works - that upset him. The point is, I think, that to judge books by the presence or absence of bad words is no policy at all. There are more important considerations known to every librarian. Perhaps it is presumptuous of a former history teacher to suggest such criteria. But here are some that occur to me:

Does the book bring the reader closer to his fellow man?
Does it give him a sense of oneness with the human heart of mankind?
Does it ennoble his spirit?
Does it help him to know himself?
Does it enlarge the realm of his experience?
Does it light the path to human understanding?
Does it engage the reader's senses?
Does it fire his imagination or fuel his ambition to legitimate service to self or to humanity?
Does it advance his knowledge about a significant human phenomenon, epoch, or event?
Does it illuminate some part of an approved program of studies?
Are the characterizations faithful to the human experience?
Does the author write with skill, grace, style? Or, failing such attributes, does he tell a story that perhaps he alone is able to tell?

These are some of the questions we should ask when we try to determine whether or not a book has a proper place on a reading list. To label a book objectionable because of a word or phrase is to particularize and magnify an incidental aspect of a literary work.

Back of such a reaction is the fear that the offending words may pollute the reader's mind. But no one has yet produced any evidence that such results are likely to follow from the mere reading of words or phrases. The maturing personality is the product of innumerable associations, experiences, impressions, actions, and reactions. A sixteen-or-seventeen-year-old has already formed essential feelings and perhaps convictions. He has probably heard, seen, or read a lot more than most of us would care to believe. Where? At his friend's house, on the street, on TV, in the movies, in magazines. He is not likely to become unsettled because of something he reads in a library book.

If we have raised our children according to a rational standard; if we have given them wholesome values by which to live; if we have leveled with them - inspired them with the good and acknowledged the wrong - they are likely to have the strength of faith. They should be able to look at the world and not become disoriented by what they see. They should, of course, be outraged by evil, by vice, by exploitation, by hypocrisy. They should also know, when they are old enough to deal with the concepts, that the real world is bedeviled by grievous problems. To learn about mankind's misfortunes is not only youth's inalienable right but his obligation.

Related to the problem of censorship is man's response to new ideas, which may simultaneously attract and repel. The intellectually adventuresome, the scientific-minded, the researchers, the innovators have helped to bring society out of the dark. But every new concept, every new technique or device may meet resistance from those who are wary of change. Hostility to the stranger is one of man's oldest documented psychological phenomena.

In our own society we fear that, if students read of other forms of government, they may be influenced to abandon their own. For years, high school publishers shunned a text on communism, fearful that they couldn't sell it. They sensed a pervasive reluctance among boards of education to let students read about communism lest they embrace it. The same fear discouraged student travel to the Soviet Union. It was a long time before this policy could be shown to be vacuous and self-defeating.

Books that deal realistically with the netherworld are similarly suspect. To read about India and other parts of Asia is to learn that, in some societies, there is a low price on

human life. Uncomfortably closer to home is Harlem.

How shall we deal with the submerged peoples of the world - whether on a distant continent or a mere subway ride away? Shall we draw a curtain over these subjects? Shall we pretend they don't exist? Shall we read only about those times and places that give us a warm feeling? Shall we look only to the world that is familiar and comfortable and pretend there is no other? Shall we read only about ourselves? But our students know that where there is an "Upstairs" there's also, inevitably, a "Downstairs."

We are really asking: How strong are our democratic institutions? Do we believe the tenets of our own social order? Are we teaching our young people the real philosophy and the real history of our country? Are we inspiring youth with a love for democracy and the will to right its wrongs? If the answer is "Yes," we have nothing to fear. Such a study of America must, of course, go under the surface. It must be honest; it must be objective.

Such a study should make our youth not less patriotic, but more so. But this patriotism would be based on knowledge and not on rote declarations of national superiority. Such patriotism, like deep family loyalty, can be expected to stand firm under attack.

As the student matures he should be increasingly able to deal with political, social, and human concepts drawn from the real world. If he has good social and emotional health and normal intelligence, he should have no problem dealing with the world as it is. Are we ready to help him in his passage to adulthood? If we are, we'll have to make available to him sensitive reading material.

The history of censorship makes it clear that any adult theme may trip the alarm. What are these topics? Religion, race, sex, war and peace, foreign policy, and international relations; the conduct of governmental affairs - local, state, national; the judicial system, social conflict, the police, the economy, environment. On any of these subjects public opinion may run strong. A book on any of them can pinch the prerogatives or stir the passions of some people in town.

Public commotion about a particular book is unpredictable. In some communities, it never happens. In others, periodic outbreaks occur. Is there a way of preventing a book controversy from exploding? Not really. To eliminate potentially troublesome works would be emasculate the reading list, to anesthetize the curriculum. Such a project would leave in its wake a pall of ennui and boredom in schoolhouse and library. Does anybody doubt that students would look for their kicks elsewhere - commercial lending libraries and magazine racks, movies, TV?

The content of instruction under a censorious book policy would be drained of life. This would demean education while it exhalts ignorance.

Not every student needs to know everything about everything. I would respect the parent's right, exercised in accordance with written policy, to deny his child a particular book. This is consistent with our recognition of the primacy of the family. But the same parent should not be able to foreclose the right of other students to read the same book.

As a student gains maturity and moves into the upper grades of high school, he should have increasing freedom to read widely. He need be shielded from few subjects and few treatments.

In a given place, at a given time, a duly-constituted board may, of course, censor individual books. But, in a larger sense, there is no way to keep a book from a student in a free society. What he can't get in the school library he can easily get in a bookstore. If the title is not available in his own town, he can get it in another.

The impetus for banning a book often - not always - comes from a relatively small group. Their tones may be strident and, therefore, easily confused with "Vox Populi." They are often assumed to be latter-day Neanderthalers. This can be a mistake. Some objectors may be outraged by a word or passage which does violence to deeply-held convictions. Their anguish may be focused on a single disturbing page in a single volume. Complcating the resolution of the problem is the fact that they may be some of the nicest people in town.

But other complainants may be out to make mischief for the school or library. A few may be using the offending title as an instrument of policy, looking beyond a particular book to books. Their true aim may be to direct the course of education.

When the issue erupts, it can be useful to invoke certain procedures. But these must have been thought through in advance. To start devising strategy after conflict has begun may leave school people or librarians in mortal trouble.

Everybody in the book business should know the form developed by the National Council of Teachers of English. This device, readily adaptable by any school or library, asks the complainant to put his objections on the record. But this form should be just part of a body of policies for the selection of books, for the investigation and processing of citizens' complaints and for resolving controversies in this field.

A helpful tactic is to ventilate the whole problem. Schools and libraries stand to lose nothing by full exposure of the

matter; they may win the support of fair-minded townspeople who are following the arguments advanced by the adversaries.

The people who support freedom to read should be on speaking terms. It should not require a community conflict for like-minded people to get introduced to each other. They should know who their friends are.

The effects of censorship are serious. In addition to rendering learning innocuous and sterile, it may have grave psychological effects on the professional staff. A teacher who is catapulted into community warfare over his choice of a book may be disinclined to exercise his intellectual talents in the future. He may, instead, adopt the counsel of caution. His ability to inspire and promote creativity among students may shrink or disappear as he ponders ways of avoiding future battle.

Censorship throttles the inventive teacher; it exhalts safe, familiar stereotypes; it puts a premium on conformity. Not the least objection to censorship is the fact that it is futile because nothing arouses the reader's interest as much as the proscribed book. We have all seen inconsequential books enjoy smashing commercial success solely because they were banned.

This generation, above all generations in our history, has seen the corrosive effects of the coverup. Can we really say to high school seniors, "You may not read this book. It tells something about something which may be too naughty or too adult or too explosive for you to read." This would be an attempt to cover the uncoverable.

I can think of no event which has stimulated more disaffection, more disillusionment, and more cynicism than Watergate. Have you talked to young people lately? Do you know what they are saying? Do you know what they are writing in their own press? In this era of Watergate, they, too, are feeling intensely about some highly sensitive matters.

Truth will out. After five decades of pervasive propaganda and steady surveillance, the Soviet government has not quite prevented its people from thinking freely, speaking freely, or reading freely. The regime recently mounted its formidable might and prestige against one man and his book. The book won.

The book is still the key that unlocks the universe. The book may be banned for a time - but only for a time. The censor carries a heavy burden as he walks the road to nowhere. Nihilism is his ultimate portion.

Care of books and nurturing of the will to read are immensely important functions in our civilization. Librarians are helping to keep America's conscience. Don't underestimate

this role.

Most people know you know your job. Keep on doing your job. Remember that history is on the side of liberty.

HOW TO DEAL WITH CENSORSHIP

Claude Brown

Author

I'm very happy to be here with you today. As you must well know, librarians are my favorite people.

I think I'm going to have to revise my talk considerably because Dave sort of stole my fire when he covered the subject so thoroughly, but I have to agree with him. If someone were to ask me just what I thought would be the most effective way to publicize any book, I would say, have it banned.

I was at The Macmillan Company, the original publisher of the hard cover edition of Manchild on Monday, and I was talking to a vice-president who showed me some figures. He had figures from various cities, four to be exact, where Manchild had been banned. In each of the four cities where Manchild was banned recently, I won't name any, the sales went up; there was an increase in sales of some twelve to forty-three percent. And I say that's pretty good. As a matter of fact, I'm sorry that in most of the places the ban only lasted for a little while. As you might know, there were certain books throughout the past two or three decades that have had considerable difficulties, at least confrontations, with censorship boards and organizations.

I'd like to point out something in The Students' Right to Read pamphlet: Just about every book, every book in existence, is subject to being banned, or having trouble with the censorship board eventually. The pamphlet gives a list of the various books in here that have been attacked by censor boards and individuals. One starts with Plato's Republic. This book is "unchristian," somebody said. About George Eliot's Silas Marner: "You can't prove what that dirty old man is doing with that child between chapters." This reflects more about the people who want to ban them than it does about the books. They even have some classic science-fiction books involved in here, like Jules Verne's Around the World in Eighty Days-"very unfavorable to Mormons." I'm surprised that nobody has attacked Gulliver's Travels yet, because of the way Gulliver put out the fire with the Lilliputians. It's not here, surprisingly. They have attacked Nathaniel Hawthorne's The Scarlet Letter. "A filthy book," somebody said. Fyodor Dostoevsky's Crime and Punishment-"serves as a poor model for young people." Herman Melville's Moby Dick-"contains homosexuality," and the list by these supposedly well-meaning people just goes on. I believe some of them often fear that the kids have been misguided.

I have found a good way to deal with censor boards; ignore

them. I don't want them NOT to ban the book, I'm hoping they will. I haven't been able to take it too seriously. When it comes to analyzing these people-what they are really saying, what they're all about-I have to regard them as parents who are well-meaning but sort of naive and misled. You have to be defiant of these parents for your own sake or the sake of your children.

When I was a child and wanted to write, my mother used to say, "You are going to have a nervous breakdown." I would be up all night typing. I got a hard time from my parents when I went to college. My father would say, "Well, you better stop that foolishness and get a job." He may have been right, but I didn't listen. I've known other people to do the same thing, defy their parents for their own good, especially when it comes to reading material.

A young lady who now teaches psychology at Mt. Zion Hospital in San Francisco, one of the main training spots in the country for psychiatrists and clinical psychologists, was confronted by her mother with Freud's works as abnormal sexual mainfestations. They had a sit-down in the drawing room, sort of a pow-wow. Her mother said, "Dear, do you think a nice, well brought up girl should be reading stuff like this?" She said, "Well, not necessarily, but that's what they assigned me in school." Her mother started her own campaign, but didn't get very far at Berkeley, even though she was quite wealthy and influential. The daughter continued to pursue her literary and professional interests that have been beneficial to many people ever since. Had she stopped, had she been an obedient child, who knows what would have happened. I think history would have been changed considerably.

Manchild was actually finished and submitted to the publisher in 1963. It was published in August of 1965, merely because nobody wanted to touch it. They said "it's got too much profanity." Editors know very little about slang. A good editor is the guy who can look at a manuscript and say "Eureka, this is it!", but that very seldom happens. What they usually say is, "Well, this has got too much dialect in it: nobdoy likes to read dialect-black dialect, Jewish dialect, Spanish dialect, any kind of dialect." You see, with dialect you have to always educate editors, believe it or not. Dialect can be used if it's used properly and explained as you go along in the text. What about all this profanity? You have to show them that profanity is not used here simply as an ornament, but as a necessary part of this work if you're going to reflect realistically just what these people are all about. I had to take a couple of editors up to Harlem with me to hang around. Anyway, once they had seen it, they conceded, "Perhaps this is essential to the material and to the presentation of a realistic view of that community." But they were still afraid about their readers. I remember one guy telling me, "Look you're right; it's a good

book and I think it's wonderful, but it will never make Reader's Digest." That's what I worried about, Reader's Digest.

Many publishers didn't want to publish it because the contract said they had to do so much; they had to put like $10,000 in the first month of publication of the book. They had to publicize the book, two full-page ads in the New York Times. They sat on it.

I was very fortunate at the time; I knew a lawyer in the largest law firm in the country so I had him write them a polite letter. Macmillan was afraid of being sued. "It's not that we'll get sued but it might sort of reflect on our other books coming out this season if we publish something like Manchild, a book that's so replete with all this profanity, all this slang; we have a respected house, this is the Macmillan family from England." A couple more letters went back and forth and Paul Weiss said this should not have to enter into litigation. So they agreed, "Okay, let's publish it; nothing is going to happen anyhow." Not too many people want to fight The Paul Weiss Law Firm. They published it. They decided not to promote it, but people heard about it about two months before publication. The people on the inside had read Publisher's Weekly and The New York Times Book Review. The word got around. That's really how they promote books. Eventually there was so much pressure brought to bear on The Macmillan Company that they had to put up some money for publicizing the book. They were being embarrassed in the field. They reluctantly promoted the book; it sold 90,000 copies the first year.

There are many other books like this that have had the same initial problems, but they're not fortunate enough to eventually be published.

You may not have heard of a gentleman by the name of Sol Chanels. In 1962, Sol Chanels was given, by Doubleday Company, a $10,000 advance to do a study which would eventually become a book on incest in New York City. Chanels, a social psychologist in New York and a teacher at Hunter College, did a three-year study of two boroughs in New York, Brooklyn and the Bronx. He found out that, contrary to what most people would have expected, the highest rates of incest were not among blacks and Puerto Ricans in either borough. He found out many things. Because he had broken it down into ethnic categories, nobody wanted to touch the book. They said, "Hey look, you just keep it, keep the $10,000, and forget about it." He tried to give the book to other publishers and nobody would accept it. Doubleday still feels they have the rights to the book, even though they weren't about to publish it. Nobody has ever published it, and I doubt if anybody will.

Michael Selzer, a young fellow, published a book in 1968 that hardly anybody has heard of, entitled the Aryanization of

the Jewish State. He had a very difficult time getting this book published. No publisher wanted to handle it so he went to a small house and got a friend to publish it. Somebody bought up all of the first printing, which might have been 500 copies, and threw them into a fire.

Manchild had a year's fight, as I told you, to get published. It was one of the luckier ones; most of these books are never published. If publishers don't want them out, they just don't get out.

Just recently, there was a lot of hope for what law might accomplish in this country during the period of the Warren Court, until very recently when we got what's now called the Burger Court. Mr. Burger is a very strange fellow. Everybody who's conservative isn't necessarily considered strange, but he is. There's a case in point recently that came before the Supreme Court in which Justice Burger said that "sexually explicit materials are just as dangerous to society as unregulated access to heroin." I don't know if anybody's ever had an overdose of sexually explicit materials. I think the man's been misled--but there's a very high rate of deaths attributed to overdoses of hereoin. Anyway, this is just to show you what's happened to the Supreme Court. They've just about undone everything in terms of civil liberties progress that had been made by the Warren Court.

Once again, freedom has been threatened, basic Constitutional freedoms that had been considered secure during the Warren Court. When you start banning peoples' right to read, and restraining their right to read certain materials, it's like violating our Constitutional rights. That's a basic freedom contained in the First Amendment of the Constitution, that protects the freedom to read; it protects the freedom to read as well as it does the freedom to speak, and the freedom to associate.

In many countries, they don't allow artists, especially writers, like Solzhenitzin, and before him, Pasternak, to write and correspond with other authors and artists across the country or throughout the world. I don't know what they thought. It might have been as beneficial to Communism as it was to Capitalism, but they were too afraid to permit this to happen. In most of the penal institutions throughout this country, for the past two decades, there were restrictions on the materials that were available for prisoners to read. When the Muslims became a very large organization after the advent of Malcolm X, these cases began to go to court. Of course, most prison authorities would say that the reason they were not permitting materials such as Muhammad Speaks into the prisons is that they taught hate, and in prisons there is already enough hate and hostility. That's why most of the people are there. Of course, this was merely a rationalization. These cases went through the courts for a long time. Around the mid-sixties, incarcerated persons

were permitted to read what they wanted to. The cases were won on the basis that it was a violation of the First Amendment right to practice the religion of your choice. They all knew that it was a blatant restraint on the freedom of speech and association.

Another thing in dealing with censors is that nobody knows who censors are and what they're really all about. Now, I suspect that's one of the main problems with this whole censorship business; there's not enough communication between the publishing and book distribution communities, and the people who are on censorship boards. I know Manchild has been banned many times by people who have never read the book. So it is possible, conceivable anyway, that the persons who constitute censorship boards know nothing about books, really. Perhaps it would be very enlightening for them, and possibly, beneficial to both sides, if some kind of rapport, some kind of continuing rapport, could be established between the publishing community, the book community and the "nice people".

In the late sixties, people were doing around doing crazy things. Some of the young militants were talking about revolution and campus uprisings. It was frightening to some people. At that time, I was doing a column for Publisher's Hall, which is about the third largest newspaper syndicate in the country. I did a column on the Black Panthers in '69, and nobody would publish it; they'd buy it and nobody wanted it. I thought it was rather objective, I might have been wrong, of course, but I thought so. They bought it up in a hurry.

It's very difficult to communicate with people once you've established that they're out on another trip. Like profanity. What's the matter with profanity? These guys didn't go to Choate, and then Princeton, Dartmouth, or Harvard. We thought everybody understood that, but apparently everybody doesn't.

In the April, 1968 issue of Esquire:the magazine for men, I did an article on linguistics in the black community. The whole issue was devoted to ghetto life. It was called "The Language of Soul." This article has had more reprints than anything Esquire's ever published. "The Language of Soul" was what it was all about and in it I tried to explain the different meanings of terms that have been endeared to inhabitants of black ghettoes throughout the country. The National Association for the Advancement of Colored People all but put a price on my head. The Urban League thought I should be tarred and feathered and run out of Harlem, but everybody else liked it.

When Manchild first came out, my father wouldn't speak to me for three months. I would go by the house and say "Hey, Dad, how're you doing?" He'd just grunt. This went on for about three months. He had heard all about Manchild. He wanted to know why I had written Manchild. We began to communicate for

a little while. We talked about it and he thought I shouldn't have written such things especially "about people around here, somebody will want to kill you." The people who should have been the most offended by it are the people who liked it.

Many people didn't believe that Manchild was really autobiographical, which is what it actually was. It just seems so strange to somebody who came up in middle-class America. When asked on television, "Mr. Brown, tell me, all of that isn't true, is it? Didn't you really fabricate some of it, at least half of it?" I said, "No, why do you think that?" "People don't really live that way, do they?" "Just go out there and look; they do. Get off the train, stop on 125th Street when you're coming down from Westport some morning and just hang out there all day." If anybody should have been offended, it should have been the people in the community. They felt I had soft-pedalled it.

After the publication of Manchild, people would tell me things like, "I read your book in the joint." A lot of people in Harlem don't get a change to read until they go to jail. So the guys would say, "I read your book in the joint." Everybody said it was so tough, but, "you ain't said nothin'; wait 'til mine comes out." They didn't think it was all that revealing. Yet the people in middle-class America who usually sit on censorship boards would be protecting these people from reading it. I don't know what it's going to do to them; but the whole idea of a book changing anybody is patently absurd. The absurdity is in the assumption that negative written materials have a converting affect on people although "positive" materials do not. If this were true, rehabilitation of criminals would be a very simple matter. All you have to do is take the New Testament and put it in everybody's cell in all the prisons throughout the country. By the time they finished their sentences, they'd all be Christians. Whether that's good or bad, I don't know.

There have been many how-to books written in the past couple of decades, especially the books on how to get rich. There's a how-to book on everything. The thing to write in the publishing world used to be how-to books as an insurance policy, because how-to books sell.

Every year there's a new crop of believers, just like textbooks. You write a fifth grade arithmetic textbook, and you've got a new crop of readers coming in every year and so the book keeps selling. Well, the how-to books are always selling, but I've never heard of anybody getting rich; making more money; changing their lives; playing a better game of golf; or anything because of how-to books. Nothing has ever happened. You can ask anybody who has bought them. There are some people who have bought every how-to book that deals with money and the acquisition of a fortune that's ever been

published, and they are as poor as they were initially. As a matter of fact, they're poorer because they're minus the money they paid for the books.

Maybe what is needed in the book world today is something to stimulate sales. I listened while a vice-president of a major publishing house was bemoaning the fate of textbooks. In this country, textbooks have always been the books that really sold because hardly anybody could say anything against textbooks.

The advertising companies on Madison Avenue used to give huge automobile company contracts, at least 10 million dollars, to every magazine on the market. Around 1966, the automobile industry discovered that people weren't reading magazines any more. Subscriptions to magazines fell off drastically and, as a result, the companies started losing advertising. Around 1967, the automobile industry had become thoroughly aware of the fact that nobody reads any more and that people watched television. Instead of giving the magazines big spreads every year, they just put the money into television. So many magazines had to fold. It hurt a lot of people, especially me. When I was a writer for some magazines at the time, six, seven years ago, you could get all the money you wanted; you never really had to work. You'd just call up Look magazine and say, "I need five thousand dollars; I'll send you two pieces, 3,000 words apiece," and they'd say, "Okay, send it in, I'll send you a check for $2,500 and you will get the rest in a week." This was how writers operated. You go away to the West Coast for a while, you come back to New York, and you want to make some money quick as a writer. You can't pick up the telephone and call Look, Life, or Saturday Evening Post; these were the better paying magazines. You can't call anybody in fact, so what happens? You have to get honest, go back to work, write books. Books take a lot of time.

The reading problem is far from solved now. I've been visiting many jails and reformatories around the country and you see people there who are adults and can't read. You see them on the streets, too. A man in his fifties comes up to you waiting for a bus and he says, "Mister, could you read this for me? I left my glasses home." You say, "Yes, sure." "Okay, thanks, is that the bus that's coming, man?" You say, "Yes." This old guy is probably going shopping out of the neighborhood, simply because he doesn't want to be caught in his neighborhood asking someone in the Safeway what's on that can. A lot of people are in jails simply because they felt so inadequate in society; the inability to read makes people feel more inadequate than anything else I've seen, or any other kind of academic deficiency that I've been able to observe. In a situation such as this, we still have people running around talking about don't read this, don't read that.

It's been my experience that people only learn the things that are valuable and interesting to them. The only things we actually learn are those things we were excited enough about, and interested enough in to pursue on our own; those are the things we retain.

In the case of serious reading deficiencies, a real teacher, someone who is going to accept the challenge of the person, of a difficult learner and really want to do something about the situation is going to be greatly gratified by the student who can read one page of anything when he does it.

I've had a lot of interesting experiences in the jails; somebody would say, "I read your book, it's nice." Somebody else in the next cell (criminals aren't too tactful, or too nice to each other) said, "No, he didn't man, he can't even read." "Well, I'm glad." "That's all right, somebody read it to me but I read it." "That's good, man, thanks for being interested."

I met a guy in Attica who was really a sad case. They called him Barracuda. He had gotten 30 years for something silly. He was a migrant farmer who was going North; it was around 1930. He heard of a great life in New York. He got off the train at the wrong place; it said New York, but he couldn't read the other thing. He had a piece of paper and written on it was New York. He ended up in Attica doing 30 years. A big, burly guy who didn't bother anybody and he liked it there. He just couldn't read. He would get a newspaper every day. Barracuda would get the paper and take it around and ask 20 different guys, "Hey man, what does that sentence say?" or "Would you read this for me again; I don't understand that. Tell me what your understanding of it is." By the end of the day he would have memorized the whole paper and many people thought he could read. He played this game for years. He learned to read at the age of 66 and it was a great accomplishment for him. Barracuda is now free and reading. He never went back to jail. He was afraid to go out because he thought he'd be a big, stupid old man out there. This is one of the reasons he didn't want to be in the outside society. Once he learned to read, he went out and made it. He has been out for five years now. There are many more encouraging cases like this I suppose.

It's a cruel thing to tell people not to read. It's not just a violation of peoples' Constitutional rights, it's cruel. It is a waste of time telling students what not to read. They're going to get access to it anyway; everything's on television now, as Dave has said, so that doesn't matter. Most of the progress that's been made in this country in terms of reading in recent years hasn't come about as a result of reading the crazy things. Black educators complained for a long time about "Dick and Jane". The reason black children were having such

difficulty learning to read is that they couldn't relate to the characters in the "Dick and Jane" readers. There was an inability on the part of ghetto children to relate to that way of life. They didn't have any garages. Their mothers didn't drive them to school in the morning and drop the husband off at work. Most of them didn't have a dog in that little apartment they had in the ghetto. There was barely room for them. They were the hard-core delinquents all their lives and they didn't know how to read. But then books started coming out, different kinds of books, books like Manchild, Down These Mean Streets; it's not only that these kids began to believe that they could learn to read but they were also inspired to attempt to write. For the first time in the last five years, you've had greater success in remedial reading courses in black communities across the country than ever before. These are usually with the books that are being banned. Catcher in the Rye has been banned in many schools but I think it is one of the most fascinating books I have ever read. This kind of book kids steal out of the libraries. The most flattering thing that can happen to an author is to learn that students are stealing his books out of the library. It's like respectful theft.

It's very important for people to read. I think it's very important for those people who are well meaning but just don't know what to protect young people and readers from. It's up to librarians, publishers, and educators to show them how they can make that constructive contribution to the edification of reading, the edification of America, and become part of the solution instead of the problem.